NATIONAL RECOGNITION REPORT
Initial Preparation of Early Childhood Education Teachers (2001 Standards)

NCATE recognition of this program is dependent on the review of the program by representatives of the National Association for the Education for Young Children (NAEYC).

Cover Page

Name of Institution

Southern Wesleyan University, SC

Date of Review

MM	DD	YYYY
08	01	2013

This report is in response to a(n):

- ○ Initial Review
- ○ Revised Report
- ◉ Response to Conditions Report

Program covered by this Review

Early Childhood Education

Grade Level[1]

Pre-K-3

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(1) e.g. Early Childhood; Elementary K-6

Program Type

- ◉ First Teaching License

Award or Degree Level(s)

- ◉ Baccalaureate
- ○ Post Baccalaureate
- ○ Master's

PART A - RECOGNITION DECISION

SPA Decision on NCATE Recognition of the Program(s):

- ◉ Nationally recognized
- ○ Nationally recognized with conditions
- ○

Further development required **OR** Nationally recognized with probation **OR** Not nationally recognized [See Part G]

Test Results (from information supplied in Assessment #1, if applicable)
The program meets or exceeds an 80% pass rate on state licensure exams:
- ⦿ Yes
- ○ No
- ○ Not applicable
- ○ Not able to determine

Comments, if necessary, concerning Test Results:

See previous National Recognition Report (08/2012).

Summary of Strengths:

Assessment data presentation was changed to include ranges and percentages of candidates scoring at acceptable levels as requested from the previous report. Assessment data have been analyzed by faculty and changes have been made to improve the program based on assessment data. Additional strengths can be found in the previous National Recognition Report (08/2012).

PART B - STATUS OF MEETING SPA STANDARDS

Standard 1.
Standard 1. Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

Met	Met with Conditions	Not Met
⦿	○	○

Comment:

The program reports that Assessments #1, #2, #5, and #6 provide evidence of candidate competence on Standard 1. Conditions for this program report were the following:
For Assessments 3-7, data should be aggregated to display the number and percentage of candidates who scored at the unacceptable, acceptable, and target levels in each scored category. For Assessments 3-7, data tables should be revised to provide the range of candidate scores.

The data tables for Assessment #5 Early Childhood Education Pre-Clinical Observation and Assessment #6 Early Childhood Education Clinical Observation were revised to include the number of candidates assessed, the percentage of candidates scoring at different levels, and the range of candidate scores. The majority of candidates score at the Basic level or above. Standard 1 is met based on meeting the conditions stated and the number of candidates demonstrating performance at the Basic level or above on Assessments #5 and #6. (See Part E for information relevant to future reports.)

Standard 2.
Standard 2. Building Family and Community Relationships. Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Met   Met with Conditions   Not Met

   ◉   ○   ○

Comment:

The program reports that Assessments #1, #5, #6 and #7 provide evidence of candidate competence on Standard 2. Conditions for this program report were the following:
For Assessments 3-7, data should be aggregated to display the number and percentage of candidates who scored at the unacceptable, acceptable, and target levels in each scored category. For Assessments 3-7, data tables should be revised to provide the range of candidate scores.

The data tables for Assessment #5 Early Childhood Education Pre-Clinical Observation, Assessment #6 Early Childhood Education Clinical Observation, and Assessment #7 Family Involvement Plan Assessment were revised to include the number of candidates assessed, the percentage of candidates scoring at different levels, and the range of candidate scores. The majority of candidates score at the Basic level or above. Assessment #7 Family Involvement Plan Assessment is a new assessment since the last program report. It requires candidates to develop a policy that addresses parent involvement in an early childhood education program. Assessment #7 is aligned with Standard element 2c.

Standard 2 is met based on meeting the conditions stated and the number of candidates demonstrating performance at the Basic level or above on Assessments #5, #6 and #7. (See Part E for information relevant to future reports.)

Standard 3.
Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families. Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

Met   Met with Conditions   Not Met

   ◉   ○   ○

Comment:

The program reports that Assessments #1, #2, #3, #4, #5, and #6 provide evidence of candidate competence on Standard 3. Conditions for this program report were the following: For Assessments 3-7, data should be aggregated to display the number and percentage of candidates who scored at the unacceptable, acceptable, and target levels in each scored category. For Assessments 3-7, data tables should be revised to provide the range of candidate scores.

The data tables for Assessment #3 Early Childhood Education Clinical Unit Work Sample, Assessment #4 Early Childhood Education Long Range Plan, Assessment #5 Early Childhood Education Pre-Clinical Observation, and #6 Early Childhood Education Clinical Observation were revised to include the number of candidates assessed, the percentage of candidates scoring at different levels, and the range of candidate scores. The majority of candidates scored at the Basic level or above on Assessments #3, #4, #5, and #6. Standard 3 is met based on meeting the conditions stated and the number of candidates demonstrating performance at the Basic level or above on Assessments #3, #4, #5 and #6. (See Part E for information relevant to future reports.)

Standard 4.
Standard 4. Teaching and Learning. Candidates integrate their understanding of and relationships with

children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.

Met	Met with Conditions	Not Met
⦿	○	○

Comment:

The program reports that Assessments #1, #3, #4, #5, and #6 provide evidence of candidate competence on Standard 4. Conditions for this program report were the following: For Assessments 3-7, data should be aggregated to display the number and percentage of candidates who scored at the unacceptable, acceptable, and target levels in each scored category. For Assessments 3-7, data tables should be revised to provide the range of candidate scores.

The data tables for Assessment #3 Early Childhood Education Clinical Unit Work Sample, Assessment #4 Early Childhood Education Long Range Plan, Assessment #5 Early Childhood Education Pre-Clinical Observation, and #6 Early Childhood Education Clinical Observation were revised to include the number of candidates assessed, the percentage of candidates scoring at different levels, and the range of candidate scores. The majority of candidates score at the Basic level or above on Assessments #3, #4, #5, and #6. Standard 4 is met based on meeting the conditions stated and the number of candidates demonstrating performance at the Basic level or above on Assessments #3, #4, #5 and #6. (See Part E for information relevant to future reports.)

Standard 5.

Standard 5. Becoming a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Met	Met with Conditions	Not Met
⦿	○	○

Comment:

The program reports that Assessments #1, #2, #3, and #6 provide evidence of candidate competence on Standard 5. Conditions for this program report were the following:
For Assessments 3-7, data should be aggregated to display the number and percentage of candidates who scored at the unacceptable, acceptable, and target levels in each scored category. For Assessments 3-7, data tables should be revised to provide the range of candidate scores.

The data tables for Assessment #3 Early Childhood Education Clinical Unit Work Sample and Assessment #6 Early Childhood Education Clinical Observation were revised to include the number of candidates assessed, the percentage of candidates scoring at different levels, and the range of candidate scores. The majority of candidates score at the Basic level or above on Assessments #3, #4, #5, and #6. Standard 5 is met based on meeting the conditions stated and the number of candidates demonstrating performance at the Basic level or above on Assessments #3 and #6. (See Part E for information relevant to future reports.)

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

Candidates' successful performance on the state licensure test provides evidence of candidate content knowledge. Candidate course grades also indicate that they master the content of coursework which is aligned to the NAEYC's content-based standards. Candidates' successful performance on the Early Childhood Education Pre-Clinical Observation and the Early Childhood Education Clinical Observation demonstrate candidate competence on knowledge of content.

C.2. Candidates's ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

Data from Assessment #3 (Early Childhood Education Clinical Unit Sample), Assessment #4 (Early Childhood Education Long Range Plans), Assessment #5 (Early Childhood Education Pre-Clinical Observation), and Assessment #6 (Early Childhood Education Clinical Observation) provide primary evidence of candidate ability to understand and apply professional and pedagogical content knowledge, skills, and dispositions.

C.3. Candidate effects on P-12 student learning

Assessment #5 (Early Childhood Education Pre-Clinical Observation) and Assessment #6 (Early Childhood Education Clinical Observation) provide primary evidence of candidate effects on preK-3 grade student learning. The data from these assessments indicate that candidates have a positive effect on student learning.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

In the program's current program report, 3/15/2013, the program has made changes to their Assessments 3 - 7 data collection and reporting to give a clearer picture of the candidates' performance level. With the changes in the data collection and reporting, the program is able to analyze and better determine what should be continued and what should be improved.

This program has met the conditions as requested in their previous review:
For Assessments 3 - 7, data displayed the number and percentages of candidates who scored at the below basic, basic, proficient and advance for each criterion.
For Assessments 3 - 7, data provided the candidates range of scores, average score and % of candidates achieving minimum score.

The program report provides extensive discussion in regard to program changes and revisions that have been made as a result of the program's assessment data. A process is described where faculty meet to discuss candidates' performance and ways to improve the program based on the data discussed. Specific changes and revisions to the program are summarized and include an emphasis on more interactions among candidates, more demonstration and applied learning, and additional assignments such as the Family Involvement Plan.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

Many of the assessment scoring guides/rubric are essentially a checklist of items required in the assessment/assignment in order to complete it, and do not provide for a qualitative, standards-based evaluation of candidate performance. Scoring guides/rubrics should assess the quality of performance

levels. For example, on Assessment #3 Early Childhood Education Unit Work Sample NAEYC Standard 3b performance is based on the presence of a Pre and Post Assessment with answer keys rather on the quality of the Pre and Post Assessment. Additionally, some performance levels read exactly the same, making it difficult to determine which category is the appropriate level for the candidate's work. Performance levels should clearly measure qualitative differences in candidate performance.

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

F.2. Concerns for possible follow-up by the Board of Examiners:

PART G - DECISIONS

Please select final decision:

○ **National Recognition**. The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. **To retain recognition, another program report must be submitted mid-cycle (2 years in advance for a 5-year cycle and 3 years in advance for a 7-year cycle) before the next scheduled accreditation visit.** The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. *Please note that once a program has been nationally recognized, it may not submit another report addressing any unmet standards or other concerns cited in the recognition report.*

Please click "Next"

This is the end of the report. Please click "Next" to proceed.